DOCUMENT RESUME

ED 325 691 CE 056 272

AUTHOR Smith, Clifton L.
TITLE Fundamentals of Marketing. Marketing Education Teacher's Resource Guide. Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies.
INSTITUTION Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE 30 Jun 90
NOTE 18p.; For related documents, see CE 056 269-273.
AVAILABLE FROM Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Behavioral Objectives; Communication Skills; *Competence; *Competency Based Education; Core Curriculum; *Educational Resources; *Evaluation Criteria; *Marketing; Outcomes of Education; Planning; Salesmanship; Secondary Education; Student Evaluation
IDENTIFIERS Missouri

ABSTRACT

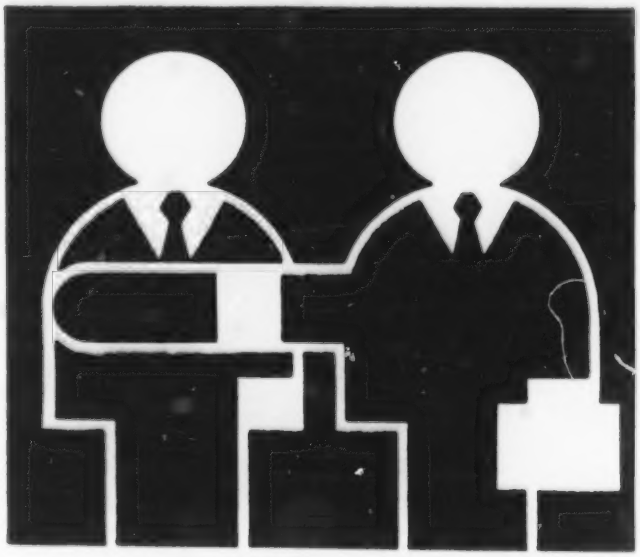
This guide, developed by a project to revise the minimum core competencies for the Fundamentals of Marketing course in secondary marketing education in Missouri, contains four sections. The first section explains competency-based marketing education, including its mission, nature, curriculum, and the fundamentals of competency-based instruction. The second section lists the expected student learning outcomes in Fundamentals of Marketing based on the core curriculum for marketing education. Competencies are listed in the areas of communications, economic concepts, employment and advancement, human relations, operations, planning, advertising and sales promotion, selling, and marketing concepts. The third section is a suggested curriculum model for Fundamentals of Marketing; the final section cross-references fundamentals of marketing student competencies to selected resources and tasks. A four-item suggested resource list is included. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED325691

FUNDAMENTALS OF MARKETING

Marketing Education Teacher's Resource Guide



Expected Student Learning Outcomes and Cross-Referenced Instructional Materials by Competencies

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing & Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
Marketing Education Program

1990

CE056272

COMPETENCY PROFILE DEVELOPMENT FOR THE MARKETING EDUCATION CURRICULUM

Project Number: 90-133-110-7

Clifton L. Smith
Project Director
Marketing Education
University of Missouri-Columbia
Columbia, Missouri 65211

June 30, 1990

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Vocational Planning and Evaluation
Jefferson City, Missouri 65102

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Adult Education, and no official endorsement should be inferred."

COMPETENCY BASED MARKETING EDUCATION

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation.

Mission

The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing; assist in the improvement of marketing practices; and build understandings of the range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Nature of Marketing

Marketing consists of those activities that make products and services readily available to consumers and businesses. Essentially, marketing is the bridge between production, including the creation of services and ideas, and consumption. Most of these activities are performed by retailers, wholesalers, and businesses providing services. Marketing occupations, however, are found in all types of for-profit business, including those that manufacture products, as well as in not-for-profit organizations.

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing; know how to relate to people; are computer literate and able communicators; reflect a positive work ethic; draw on all of their educational achievements; know their product or service area; and apply economic understandings in a private enterprise system and international commerce.

Based on these desirable competencies for initial employment and upward mobility, the Missouri Marketing Education curriculum framework for instructional content is as follows:

- Advertising and Sales Promotion
- Communications in Marketing
- Economic Concepts
- Employment and Advancement
- Human Relations in Marketing
- Marketing Concepts
- Marketing Operations
- Market Planning
- Selling

Competency Based Instruction

Briefly stated, competencies (objectives), competency-referenced instruction (curriculum content), and competency-referenced assessment (testing/evaluation) are matched or made congruent. The assessment samples the student learning and does not measure anything other than the stated objectives of the program. Students have the opportunity to learn what they are expected to learn and teachers have test data to determine learning.

Curriculum Alignment

The process of proper curriculum alignment involves describing the ends of the Marketing Education program (knowledges, skills, attitudes). Instructional materials, procedures, and activities are then referenced to the learning outcomes. A regular, reliable assessment of learning with respect to expected outcomes is also necessary.

In practical terms, "we should teach students what we expect them to learn, and we should only test students on what they have had an opportunity to learn." This model implies that objectives are derived first; then, instructional resources are outlined for each objective; last, in the sequence, but prior to the beginning of instruction, assessment instruments are constructed to measure the exact objectives outlined and not others.

Objectives. In the rational decision-making model, the objectives are written prior to selection of curriculum materials, instructional methods, and methods of assessment. It is generally recommended that three elements or components be included in a performance (instructional/behavioral) objective:

1. the behavior expected of the student
2. the conditions under which the behavior is to be demonstrated
3. the degree of mastery required.

Textbooks (Instructional Resources). In the curriculum alignment model, the curriculum content is the middle element, chosen to facilitate the objectives. Practically, the curriculum content is equivalent to the textbook but, since the textbooks are composed by different writers a match does not always exist. In this case, the teacher has to try to align textbook content with stated objectives and tests.

Testing. The curriculum alignment model assumes a competency-referenced test that is referenced to the identified explicit objectives of the instructional program in marketing. Competency-referenced tests measure each student's achievement against an absolute standard of accomplishment rather than a relative ranking against peers as the norm-referenced test does. If the competency-referenced test is tailor-made to evaluate student progress on specific objectives, after outcomes-referenced teaching, a viable curriculum can exist.

Evaluation. There are four steps associated with evaluation:

Step 1: Administrating a competency (criterion) test. This may involve a demonstration of a hands-on skill or the taking of a paper-and-pencil test.

Step 2: Scoring the test. This requires an assessment of the students' attempt to demonstrate mastery (or competency attainment). This phase of evaluation consists of tallying up the correct responses or scoring student performance and assigning a score based on a rating scale set up for the specific competency which has been observed.

Step 3: Assessing the results. This is the instructor's evaluation of student performance with respect to the overall objectives and relative student progress.

Step 4: Recording student achievement. This generally refers to a tabulation of the results of the evaluation on a form which can be used as a record of student competency attainment.

Record Keeping (Reporting System). The effective management of an instructional system depends on an accurate record of student performance. Various systems are available for use by the marketing instructor: student profile records, Comp VIMS microcomputer system, mini VAMS system and the VAMS system. A reporting system must be developed to document student outcome measures.

FUNDAMENTALS OF MARKETING

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE CORE CURRICULUM FOR MARKETING EDUCATION

Upon completion of the course, Fundamentals of Marketing, the student will be able to:

Communications in Marketing

use oral communications in marketing
use written communications in marketing

Economic Concepts

understand economics and economic activities
understand the relationship between supply and demand
understand profits
identify Gross National Product
understand the private enterprise system

Employment and Advancement

identify a marketing occupational objective
complete a marketing employment interview
secure a marketing position

Human Relations in Marketing

develop effective personal human relations skills for marketing
understand human relations in a marketing enterprise

Marketing Operations

perform basic mathematical computations in marketing
calculate prices of products or services
handle payments for purchases of products or services
understand inventory control
operate a check-out area

Market Planning

plan for product and services in the marketplace
develop specific products and/or services for specific markets
understand the marketing cycle of a product

Advertising and Sales Promotion

utilize visual merchandising in the promotion mix
analyze advertising media
develop promotional activities in marketing

Selling

demonstrate the steps in a sales transaction
use product or service knowledge to enhance sales success
utilize specialized selling techniques
identify various types of selling

Marketing Concepts

identify the importance of marketing
identify markets for a product and/or service
classify channels of distribution

SUGGESTED CURRICULUM MODEL FOR FUNDAMENTALS OF MARKETING

Month/Week	Primary Focus	Secondary Focus
1	Orientation to Mkt. Ed./Internships	DECA Organization, Goals, Program of Activities, Officer Elections
SEPT 2	MC: Identify the Importance of Mkt. (J001, J002, J003, J012, J013)	
3	EA: Identify a Mkt. Occup. Obj. (C001, C002, C003, C004)	Orientation to DECA Competitive Events
4	EC: Understand Economics and Economic Activities (B003, B016, B017, B018)	
5	EC: Understand the Relationship Between Supply and Demand (B003, B016, B017, B018)	
OCT 6		State DECA Officer Election Conference
7	EC: Identify Gross National Product (B031, B032, B033)	
8	EC: Understand the Private Enterprise System (B009, B010, B020, B021)	
9	EC: Understand Profits (B013, B014, B015, B019)	CO: Use Written Communications in Mkt. (A008, A009, A010)
NOV 10	MC: Identify Markets for a Product and/or Service (J004, J005, J006, J007)	
11	MC: Classify Channels of Distribution (J008, J009, J010, J011)	
12		
13	MP: Plan for Product and Services in the Market Place (F004, F005, F006, F007, F013)	
DEC 14	MP: Develop Specific Products and/or Services for Specific Markets (F008, F009)	
15	MP: Understand the Marketing Cycle of a Product (F010, F011, F012)	
16	MO: Calculate Prices of Product or Services (E004, E011, E012, E013)	MO: Perform Basic Mathematical Computations in Marketing (E001, E002, E003)
JAN 17	MO: Operate a Check-Out Area (E014, E015, E016, E017, E018, E019)	CO: Use Oral Communications in Mkt. (A004, A005, A006, A007, A011)
18	MO: Handle Payments for Purchase of Products or Services (E005, E006, E007)	

END OF FALL SEMESTER

	19	MO: Understand Inventory Control (E008, E009, E010, E020)	
FEB	20	SL: Demonstrate the Steps in a Sales Transaction (I001, I002, I003, I004, I005, I006, I007)	District DECA Conference
	21	SL: Use Product or Service Knowledge to Enhance Sales Success (I008, I009, I010)	
	22		
	23	SL: Utilize Specialized Selling Techniques (I011, I012, I013, I014)	
MAR	24	SL: Identify the Various Types of Selling (I015)	
	25	ASP: Utilize Visual Merchandising in the Promotional Mix (H002, H010, H011, H012, H013)	State DECA Conference
	26	ASP: Analyze Advertising Media (H001, H005, H008, H009, H014)	
	27		
APR	28	ASP: Develop Promotional Activities in Marketing (H003, H004)	
	29		
	30	HR: Develop Effective Human Relations Skills for Marketing (D001, D003, D004, D005, D006, D007, D008)	National DECA Conference
	31		
MAY	32	HR: Understand Human Relations in a Marketing Enterprise (D002, D009)	
	33	EA: Complete a Marketing Employment Interview (C005, C006, C007, C008, C009, C010, C014)	State-Wide Test on Fundamentals of Marketing
	34		
	35	EA: Secure a Marketing Position (C011, C012, C013)	
JUNE	36		

END OF SPRING SEMESTER

FUNDAMENTALS OF MARKETING

Communications in Marketing

Expected Student Learning Outcome: USE ORAL COMMUNICATIONS IN MARKETING

(**Resources:** Mkt: An Intro.-Chap. 2 & 10; Retail Mkt.-Chap. 21 & 24; Retail Merch.-Chap. 19; Mkt. Prac. & Prin.-Chap. 10, 18, 25)

A004: Speak in a business-like manner
A005: Use proper listening skills
A006: Use the telephone in a business-like manner
A007: Use non-verbal communication to help convey feelings
A011: Describe the communications process

Expected Student Learning Outcome: USE WRITTEN COMMUNICATIONS IN MARKETING

(**Resources:** Mkt: An Intro.-Chap. 16, 17, & 18; Retail Merch.-Chap. 19; Mkt. Prac. & Prin.-Chap. 10, 18, 25)

A008: Read and understand written communications
A009: Complete letters, forms, reports, and memorandums
A010: Describe the importance of reading current business news media

Economic Concepts

Expected Student Learning Outcome: UNDERSTAND ECONOMICS AND ECONOMIC ACTIVITIES

(**Resources:** Retail Mkt.-Chap. 10, 14, & 61; Retail Merch.-Chap. 10 Mkt. Prac. & Prin.-Chap. 2, 3, & 4)

B004: Define economics as a process
B005: Identify economic activities
B006: Explain the importance of understanding economics
B007: Identify the major types of economic resources
B008: Identify examples of economic resources
B011: Compare and contrast the characteristics and values of three major economic systems

Expected Student Learning Outcome: UNDERSTAND THE RELATIONSHIP BETWEEN SUPPLY AND DEMAND

(**Resources:** Mkt: An Intro.-Chap. 7 & 14; Retail Mkt.-Chap. 1, 10, & 51; Retail Merch.-Chap. 10; Mkt. Prac. & Prin.-Chap. 3 & 19)

B003: Recognize that economic goods are the products and services offered to meet consumer demand
BO16: Define supply and demand
B017: Distinguish between buyer's and seller's markets
BO18: Describe the influences and interactions of supply and demand

Expected Student Learning Outcome: UNDERSTAND PROFITS

(**Resources:** Mkt: An Intro.-Chap. 1 & 14; Retail Mkt.-Chap. 1, 10, 18, 51, & 62; Retail Merch.-Chap. 10, 21, 41, & 49; Mkt. Prac. & Prin.-Chap. 3, 19, 24, 40)

B013: Define profit
B014: Identify elements that need to be accounted for before a profit can be made
B015: Explain why profit is an essential part of the private free enterprise system
B019: Identify that the market price of a product is based on what a consumer is willing to give and what a seller is willing to take

Expected Student Learning Outcome: IDENTIFY GROSS NATIONAL PRODUCT

(**Resources:** Retail Mkt.-Chap. 14; Retail Merch.-Chap. 10; Mkt. Prac. & Prin.-Chap. 3 & 4)

B031: Define Gross National Product
B032: Identify components of GNP calculations
B033: Explain why the U.S. GNP has continued to grow

Expected Student Learning Outcome: UNDERSTAND THE PRIVATE ENTERPRISE SYSTEM

(**Resources:** Mkt: An Intro.-Chap. 2; Retail Mkt.-Chap. 10; Retail Merch.-Chap. 10; Mkt. Prac. & Prin.-Chap. 4, 19, & 27)

B009: Explain the meaning of private free enterprise system
B010: Describe the different types of business ownership
B020: Identify the effect of competition on buyers and sellers
B021: Explain why competition is important to the successful functioning of a private free enterprise system

Employment and Advancement

Expected Student Learning Outcome: INDENTIFY A MARKETING OCCUPATIONAL OBJECTIVE

(**Resources:** Mkt: An Intro.-Chap. 17; Retail Mkt.-Chap. 3, 4, 5, & 6; Retail Merch.-Chap. 3 & 54; Mkt. Prac. & Prin.-Chap. 2, 38)

C001: Identify personal occupational requirements
C002: Describe entry-level marketing jobs available in most communities
C003: Identify possible advancement patterns
C004: Identify a tentative marketing occupational interest

Expected Student Learning Outcome: COMPLETE A MARKETING EMPLOYMENT INTERVIEW

(**Resources:** Mkt: An Intro.-Chap. 17; Retail Mkt.-Chap. 4 & 19; Retail Merch.-Chap. 17; Mkt. Prac. & Prin.-Chap. 14)

C005: Develop a confident attitude toward participating in an employment interview
C006: Meet the standards of appearance and behavior required for the interview
C007: Complete a personal resume and letter of application
C008: Complete employment application forms for marketing employment
C009: Recognize the purposes and types of employment tests and general guidelines for taking them.
C010: Complete a personal interview and follow-up
C014: Identify ways of integrating school and work experiences together

Expected Student Learning Outcome: SECURE A MARKETING POSITION

(**Resources:** Mkt: An Intro.-Chap. 18; Retail Mkt.-Chap. 20; Retail Merch.-Chap. 54)

C011: Explain the importance of rules and regulations in a business
C012: Describe desirable work habits
C013: Explain gross pay and

Human Relations in Marketing

Expected Student Learning Outcome: DEVELOP EFFECTIVE PERSONAL HUMAN RELATIONS SKILLS FOR MARKETING

(**Resources:** Mkt: An Intro.-Chap. 18; Retail Mkt.-Chap. 19 & 27; Retail Merch.-Chap. 19)

D001: Define human relations
D003: Identify the importance of self-understanding in establishing effective human relationships
D004: Analyze personal interests, aptitudes, traits, abilities and attitudes
D005: Identify personal strengths and weaknesses
D006: Describe the importance of a positive self-image
D007: Identify sources for self-understanding
D008: Identify a plan of short and long-term goals

Expected Student Learning Outcome: UNDERSTAND HUMAN RELATIONS IN A MARKETING ENTERPRISE

(**Resources:** Mkt: An Intro-Chap. 18; Retail Mkt.-Chap. 19 & 27; Retail Merch.-Chap. 19)

D002: Identify human relationships in marketing businesses
D009: Develop professional relationships with customers, co-workers, supervisors and managers

Marketing Operations

Expected Student Learning Outcome: PERFORM BASIC MATHEMATICAL COMPUTATIONS IN MARKETING

(**Resources:** Mkt: An Intro.-Chap. 14; Retail Mkt.-Chap. 52; Retail Merch.-Chap. 25)

E001: Perform addition and subtraction applications in marketing
E002: Perform multiplication and division applications in marketing
E003: Perform fraction and percentage applications in marketing

Expected Student Learning Outcome: CALCULATE PRICES OF PRODUCTS OR SERVICES

(**Resources:** Mkt: An Intro-Chap. 14; Retail Mkt.-Chap. 35, 51, 52; Retail Merch.-Chap. 25; Mkt. Prac. & Prin.-Chap. 19)

E004: Calculate correct prices of products or services and total amounts of purchases
E011: Explain the importance of pricing
E012: Define the terminology used in pricing
E013: Calculate mark-up and mark-down

Expected Student Learning Outcome: HANDLE PAYMENTS FOR PURCHASES OF PRODUCTS OR SERVICES

(**Resources:** Retail Merch.-Chap. 38, 42 &48; Mkt. Prac. & Prin.-Chap. 39)

E005: Handle various types of payment for purchases
E006: Handle returns for exchange, cash refunds, or charge credit
E007: Handle COD and layaway sales transactions

Expected Student Learning Outcome: UNDERSTAND INVENTORY CONTROL

(**Resources:** Mkt: An Intro.-Chap. 15; Retail Mkt.-Chap. 13, 48, 51, 53, & 55; Retail Merch.-Chap. 47 7 50; Mkt. Prac. & Prin.-Chap 38 & 40)

E008: Explain the importance of inventory control
E009: Explain the term perpetual inventory
E010: Explain the procedures of a physical inventory
E020: Identify importance of preventing stock shrinkage

Expected Student Learning Outcome: OPERATE A CHECK-OUT AREA

(**Resources:** Retail Mkt.-Chap. 50; Retail Merch.-Chap. 38, 48, & 50)

E014: Arrange currency and coin in cash drawer
E015: Maintain proper amount of cash in appropriate denominations in cash drawer
E016: Balance cash drawer against cash register reading
E017: Handle cash transactions including change making activities
E018: Use sales sheets in reporting daily sales
E019: Maintain records of cash received and bank deposits

Market Planning

Expected Student Learning Outcome: PLAN FOR PRODUCT AND SERVICES IN THE MARKETPLACE

(**Resources:** Mkt. An Intro-Chap. 5; Retail Mkt.-Chap. 13, 14, 17, 29, & 60; Retail Merch.-8 & 51; Mkt. Prac. & Prin.-Chap. 14 & 15)

F004: Explain the role that product/service planning activities play in a company's success in the marketplace
F005: Identify factors that influence product/service planning
F006: Identify the methods of gathering primary data
F007: Apply one or more of the methods to gather primary data
F013: Explain the steps in product planning

Expected Student Learning Outcome: DEVELOP SPECIFIC PRODUCTS AND/OR SERVICES FOR SPECIFIC MARKETS

(**Resources:** Mkt: An Intro-Chap. 5 & 9; Retail Merch.-Chap. 22; Mkt. Prac. & Prin.-Chap. 15)

F008: Explain the difference between the total marketing approach and the segmentation approach to product planning
F009: Cite examples of specific products/services and their target markets

Expected Student Learning Outcome: UNDERSTAND THE MARKETING CYCLE OF A PRODUCT

(**Resources:** Mkt: An Intro-Chap. 6, 10 &15; Retail Mkt.-Chap. 15 &44; Mkt. Prac. & Prin.-Chap. 15 & 17)

F010: Identify the functions of packaging to meet the needs of specific marketing
F011: Define product line and product mix
F012: Identify the stages of the product life cycle

Advertising and Sales Promotion

Expected Student Learning Outcome: UTILIZE VISUAL MERCHANDISING IN THE PROMOTIONAL MIX

(**Resources:** Mkt: An Intro-Chap. 10 &13; Retail Mkt.-Chap. 30, 38, 39, 42, & 66; Retail Merch.-Chap. 5, 27, & 33; Mkt. Prac. & Prin.-Chap. 29 & 32)

H002: Identify the basic types of displays used to promote sales
H010: Identify the importance of visual merchandising as it applies to a business image
H011: Select appropriate, seasonal, and timely display merchandise
H012: Identify the basic elements of display arrangement
H013: Plan location of displays

Expected Student Learning Outcome: ANALYZE ADVERTISING MEDIA

(**Resources:** Mkt: An Intro-Chap. 12; Retail Mkt.-Chap. 38, 41, 46, & 66; Retail Merch.-Chap. 28; Mkt. Prac. & Prin.-Chap. 31)

H001: Identify the major advertising media used to promote sales
H005: Identify the major elements of a print or broadcast advertisement
H008: Compare current promotional material sent out to consumers by a business and its competitors (ex. catalogs, manufacturers' brochures, etc.)
H009: Identify the costs of various advertising media
H014: Analyze print and broadcast advertisements

Expected Student Learning Outcome: DEVELOP PROMOTIONAL ACTIVITIES IN MARKETING

(**Resources:** Mkt: An Intro-Chap. 10 & 13; Retail Mkt-Chap. 38, 41, 44, 46, & 66; Retail Merch.-Chap. 5, 24, 27; Mkt. Prac. & Prin.-Chap. 2, 29 & 32)

H003: Identify the special promotion activities used to promote sales
H004: Identify how sales promotion benefits the marketing business, employee, and consumer

Selling (Inside or Retail Sales)

Expected Student Learning Outcome: DEMONSTRATE THE STEPS IN A SALES TRANSACTION

(**Resources:** Mkt: An Intro-Chap. 11; Retail Mkt.-Chap. 28, 29, 30, 31, 32, & 33; Retail Merch.-Chap. 36, 37, & 38; Mkt. Prac. & Prin.-Chap. 5, 8, & 35)

I001: Identify how to analyze customer needs and wants
I002: Identify how to determine the buying motives of customers and appeal to them
I003: Approach the customer, determine needs, and begin the sale
I004: Present the features and benefits of a product or service
I005: Overcome customer's objections and excuses
I006: Close the sale
I007: Follow-up to service the sale

Expected Student Learning Outcome: USE PRODUCT OR SERVICE KNOWLEDGE TO ENHANCE SALES SUCCESS

(**Resources:** Mkt: An Intro-Chap. 6 & 11; Retail Mkt.-Chap. 29; Retail Merch.-Chap. 36; Mkt. Prac. & Prin.-Chap. 34 & 35)

I008: Identify sources of product or service knowledge
I009: Use information on tags, labels, stamps, wrappers, etc. to help the customer buy intelligently
I010: Convert product or service knowledge into selling points

Expected Student Learning Outcome: UTILIZE SPECIALIZED SELLING TECHNIQUES

(**Resources:** Mkt: An Intro-Chap. 11; Retail Mkt.-Chap. 28, 31, 32 , & 33; Retail Merch.-Chap. 37 & 39; Mkt. Prac. & Prin.-Chap. 11 & 35)

I011: Compare goods or services favorably with competing products or services
I012: Suggest advertised product or services needed from one's own company that might satisfy customer's needs
I013: Coordinate products or services with related items in an attempt to increase the amount of the sale
I014: Suggest larger quantities, higher priced goods and additional goods in an effort to increase the average sale

Expected Student Learning Outcome: IDENTIFY THE VARIOUS TYPES OF SELLING

(**Resources:** Mkt: An Intro-Chap. 11; Retail Merch.-Chap. 2, 6 & 34; Mkt. Prac. & Prin.-Chap. 34)

I015: Identify the various types of selling, besides retailing, that takes place in marketing

Marketing Concepts

Expected Student Learning Outcome: IDENTIFY THE IMPORTANCE OF MARKETING

(**Resources:** Mkt: An Intro.-Chap. 1 & 2; Retail Mkt.-Chap. 1, 11, & 14; Retail Merch.-Chap. 1; Mkt. Prac. & Prin.-Chap. 1 & 5)

J001: Define marketing
J002: Explain the importance of marketing in our economy
J003: Define marketing functions
J012: Explain the marketing concept
J013: Define marketing mix

Expected Student Learning Outcome: IDENTIFY MARKETS FOR A PRODUCT AND/OR SERVICE

(**Resources:** Mkt: An Intro.-Chap. 1, 2, & 9; Retail Mkt.-Chap. 14; Retail Merch.-Chap. 1; Mkt. Prac. & Prin.-Chap. 1 & 5)

J004: Explain the functions involved in marketing products and services
J005: Define the meaning of a market for a product
J006: Describe how a market for a product can be identified
J007: Identify demographic characteristics that would compose market segments for particular products

Expected Student Learning Outcome: CLASSIFY CHANNELS OF DISTRIBUTION

(**Resources**: Mkt: An Intro-Chap. 3; Retail Mkt.-Chap. 1, 14, 48; Retail Merch.-Chap. 9; Mkt. Prac. & Prin.-Chap. 1, 11, 21, & 22)

J008: Define channels of distribution
J009: Describe two basic types of distribution
J010: Describe the function performed by channel intermediaries
J011: Identify factors that influence the length/width of a channel

SUGGESTED RESOURCE LIST

MARKETING: AN INTRODUCTION by William Stull and Roger Hutt. South-Western Publishing Company, 1986.

RETAIL MARKETING (8th Edition) by Meyer, Harris, Kohns, & Stone. Gregg Division of McGraw-Hill Book Company, 1988.

RETAIL MERCHANDISING (10th Edition) by Samson and Little. South-Western Publishing Company, 1988.

MARKETING PRACTICES AND PRINCIPLES (4th Edition) by Mason, Rath, & Husted. Gregg Division of McGraw-Hill Book Company, 1986.